

RSSKL SEND LOCAL OFFER
Rudolf Steiner School Kings Langley SEND offer

Type of school	Independent
Specialist provision on site	None

The admissions process at RSSKL involves several stages:

1. Submission of application form and supporting documents along with an application fee
2. Careful analysis of the application by the learning support department and relevant teaching staff
3. Assessment with a learning support teacher
4. Interview with the Class Teacher and another experienced member of staff
5. Trial period in class

At every stage all parties need to be in agreement before moving onto the next stage.

For further information on Admissions, please refer to the [Admissions Policy](#), or contact the Admissions Secretary on 01923 271922 or admissions@rsskl.org.

RSSKL SEND LOCAL OFFER
IN THIS SCHOOL:

School based information	Staff	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>For Kindergarten provision see Kindergarten Local Offer</p> <p>SENCo classes 1-2 Paule Bhatowa SENCo classes 3-4 Preetal Barker SENCo classes 5-8 Graeme Whyte SENCos classes 9-13 Rachel Wing and Jackie Burwell</p> <p>Class teachers and Sponsors</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating support for children with special educational needs (SEN) and developing the school's SEN Policy • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are appropriate records of your child's progress and needs. • Providing specialist advice for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, and letting the SENCo know as necessary. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress.

RSSKL SEND LOCAL OFFER

	Trustee for Learning Support	<ul style="list-style-type: none"> Ensuring that the school's SEN Policy is followed in their classroom, and for all the pupils they teach with any SEN. <p>Is responsible for: Making sure that the appropriate support is in place for any child with SEN.</p>
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school such as movement therapists, art therapists or speech therapists.

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN in this school?	Class teacher input via excellent targeted classroom teaching	<ul style="list-style-type: none"> Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. Ensuring that all teaching is based on building on what your child already knows, can do and can understand Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinesthetic learning and personalised teaching and learning approaches. Putting in place specific strategies (which may be suggested by the SENCo or 	All children in school should be getting this as a part of outstanding classroom practice when needed. This is Wave 1 intervention

RSSKL SEND LOCAL OFFER

		outside staff) to support your child to learn.	
	<p>Specific group work with in a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A learning support assistant/teacher may run sessions either in a small group or within the classroom setting 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>This is Wave 2 intervention, which means they have been identified by the class teacher as needing some extra support in school.</p>
	<p>Specialist groups run by qualified members of staff or outside professional</p> <p>AND/OR Individual support for your child</p> <p><i>Stage of SEN Code of Practice: Wave 3 intervention, which means they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:</i></p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual need) 	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCo (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room teaching and intervention groups. • You will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p> <p>This is Wave 3 intervention</p>

RSSKL SEND LOCAL OFFER

	<ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist. 	<p>Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and may make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g a social skills group or sensory circuit ○ A group or individual work with outside professional 	
	<p>Specified Individual support</p>		<p>Children whose learning needs</p>

RSSKL SEND LOCAL OFFER

	<p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Outreach Team or Sensory Service (for students with a hearing or visual needs), Speech and Language therapy • Other outside agencies as required 		<p>are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20 hours of support in school
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should first speak with the class teacher or sponsor • If your child is still not making progress, the concerns may be referred to the SENCo • If you continue to feel that your child is not making progress you should contact the School Management Team (SMT) 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When there are concerns about your child's progress, and targeted differentiation has not met the child's needs, the teacher must raise this with the SENCo and inform the parents 		

RSSKL SEND LOCAL OFFER

	<ul style="list-style-type: none"> • At this point, if necessary, there may be a meeting to discuss this with you in more detail and: <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The SENCos and teachers discuss all the information they have about SEN in the school, at weekly meetings, including: <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected <p>All resources/training and support are reviewed regularly and changes made as needed.</p>
<p>Who are the other people providing services to children with an SEN in this school?</p>	<p>Directly funded by the school:</p> <ul style="list-style-type: none"> • Learning support teachers • Learning support assistants • Classroom assistants • Eurythmy therapists • Counselling <p>External professional paid for by parents:</p> <ul style="list-style-type: none"> • Speech therapy • Art therapy • Movement therapy
<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<ul style="list-style-type: none"> • The SENCOs offer advice to teachers in planning for children with SEN. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information & training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. • Support staff will support your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

RSSKL SEND LOCAL OFFER

<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by the class teacher, sponsor and subject teachers. • Internal screening provide class teachers and SENCOS’s with detailed information about children’s progress. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education. • The SENCo will also check that your child is making good progress.
<p>What support do we provide for you as a parent of a child with SEN?</p>	<ul style="list-style-type: none"> • The SENCo will be available to meet with you to discuss your child’s progress or any concerns/worries you may have. • Teachers, SENCos, sponsors and subject teachers are available to meet with parents to ensure we work in partnership with parents to support the child. • All reports/ information/ new assessments from outside professionals will be discussed with you. • Homework will be adjusted as needed to your child’s individual needs.
<p>How have we made Rudolf Steiner School Kings Langley accessible to children with SEN?</p>	<ul style="list-style-type: none"> • Access to buildings enabled by ramps • Relocation of lessons to ground floor rooms where necessary • Use of special equipment for hearing impairment • Staff training eg for dyslexia, gender diversity, hearing loss, differentiation
<p>How will we support your child when they are leaving this school? OR moving to another Year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and we will take steps to ensure that any transition is a smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will ensure that all your childs records are passed on as soon as possible when requested. • When transitioning in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new teachers ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place. • Moving into year 1: Some children may require a personalised transition plan to help them move into class 1 successfully .